Spring 2017 Syllabus SOCY 1022-001

**Ethics and Social Issues in Health and Medicine**

Class meets Mondays, Wednesdays, and Fridays 2:00 – 2:50 in HUMN 135

Office Hours (Ketchum 169): Mondays and Wednesdays 11:00 – 12:00 and by appt.

# **Course Description**

This course explores current ethical and policy issues in U.S. health and medical practices. It includes such issues as patient autonomy, access to medical care, organ transplants, genetic engineering, contraception, abortion, and euthanasia. Approved for arts and sciences core curriculum: ideals and values.

# **Instructor Information**

**Contact Information**

Email: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu) The preferred method of communication is email. Please, no text messages. Telephone: 303-818-4839

Office Hours (in Ketchum 169) Mondays and Wednesdays 11:00 – 12:00 and by appointment.

**Communication with the Instructor**

*Students are expected to check both their individual CU email and the Desire2Learn course site a minimum of every two days, Monday through Friday****.*** You may contact Dr. Li via email at: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu) or by phone at: (303) 818 4839 (phone Dr. Li in case of emergency only please). Her preferred method of contact is face-to-face conversation, followed by email. No text messages please. The best time to reach her is during office hours (Mondays and Wednesdays 11:00 – 12:00 and by appointment). She will make every attempt to respond to questions/messages within 48 hours Monday through Thursdays. Saturdays, Sundays and after 9 PM all other days are “off-line” times for Dr. Li when she will not be available.

**Technical Support Information**

This course may include embedded and streaming audio and video resources. Most modern browsers should be able to display this content. However, in some circumstances you may need to install the Flash or Quicktime media player (for example, there are known compatibility issues with Chrome). Should you have any difficulty accessing any of your course content please contact me or you may contact the on-campus IT help line directly at 303-735-HELP (4357).

# **Assignments**

There is one required textbook for the class: Vaugn, Lewis, *Bioethics: Principles, Issues, and Cases,* 2nd ed, Oxford University Press, 2017. ISBN: 978-0-190250102. There may also be occasional reading/film assignments on the D2L Course Web Site.

Every student is expected to read all of the assignments. *It is necessary to keep up with the readings and the assignments to succeed in the class.* While there is flexibility in the schedule for students to read and prepare the assignments up to a week ahead of time, the posting sites for each week will be “open” for a 48 hour period, closing at midnight on the day assignments are due. A suggested weekly assignment routine, which includes ***firm*** due dates for weekly posts is as follows:

Mondays: The reading assignment for each week should be finished by class time on the Monday of each week.

Tuesdays: ***The first of two weekly posts is due by Tuesday 11:59 PM***. The Tuesday posts are to include a direct quote from each of the assigned readings (see full directions on the discussions page). No quotes are to be repeated, so you will need to make sure that you are not repeating those chosen by others who have posted ahead of you. ***No credit will be given for repeated quotes***.

Wednesdays: Read all students’ Tuesday posts.

Thursdays: ***The second of the two weekly posts is due by Thursday 11:59 PM.*** No direct quotes are required this time. Thursday posts are intended to provide a discussion forum for students to respond to the Tuesday round of posts, ongoing Thursday posts and/or assigned films.

Fridays: Read all students’ Thursday posts. Fridays are a good day to begin the readings due on the following Monday.

Discussion Posts

The purpose of the post assignments is two-fold: to demonstrate that the reading assignments have been done and to provide a forum for students to apply critical thinking to the topic at hand. The criteria for each of the two weekly posts are different. For the first post students are to select a direct quote—not already posted by another student-- from the first reading assignment listed on the syllabus, along with student commentary on the quote. The **Tuesday posts** will ideally be comprised of three to five sentences to include: 1) the quote itself, which may be part of a sentence or a whole sentence, but should be no longer than one sentence, and must include an author and page reference so the readers can easily find the quote; 2) the student’s reaction to the quote, indicating why it was chosen; and 3) student commentary that indicates that the student understands the quote in context, having read the whole article from which the quote was chosen.

The **Thursday, posts** are due by 11:59 PM on the respective Thursday. Thursday posts require a direct quote from the second of the two reading assignments (again, it must be one not already used by another student), citing it as a response to one of the Tuesday quotes. Students may respond to the same Tuesday quote, but are to have a unique quote in response. Thursday discussions may include multiple threads of discussion, as arise organically as the topics are addressed. These second posts need to reflect the students’ engagement in the online discussion(s), including critical thinking applied to at least one of the weekly discussion threads that emerge. The second post for the week may include observations, questions, suggestions and/or general feedback—the main criterion is that the post contribute to the ongoing discussion in a meaningful way, reflecting critical thought in response to the topic of the week. As with the first post for the week, the second post should be brief, in consideration to the other students, all of whom are required to read all of the week’s posts. The ideal post will be between two and five sentences long, not to exceed 150 words each. The limits placed on the posts are intended to keep the workload manageable for all students, while ensuring everyone has a voice in the on-line discussion.

The tenor of the posts is to remain collegial. This is not to say that everyone must agree with what others post—in fact a range of ideas and opinions is ideal—it is to say that the tone of the interchange is to be considerate.

Grading Criteria for Discussion Posts

Both of the weekly posts will be worth 5 points. Credit is earned by adhering to the assignment guidelines: use of an original quotation (one not already chosen by another student), and placing the quote in context sufficient to demonstrate that one has read the whole assignment.

Developing good writing skills is a fundamental part of higher education. Correct grammar and spelling are also social courtesies writers extend to their readers, and reflect a level of investment the writer has in their own thinking and writing. The occasional misspelling and grammatical error will be overlooked, but points will be deducted if the quality of the post is diminished due to errors (3 or more errors, in a single posting).

Late posts will not be accepted, as the timeliness of the online discussion is key. The discussion pages will be open for a limited time, closing at 11:59 PM on the respective due dates. The D2L system will close at that time, even if the post is in progress. Similarly, the instructor will make every effort to provide timely grading and feedback for weekly discussion posts, available to students via the online gradebook.

In summary, the posts will constitute an online “discussion” among the class members. Every student is to post two responses to each week’s reading assignments (in the event that students contribute additional posts, only the first post for a given post assignment will be graded). The instructor will provide guidance to facilitate discussions and students’ comprehension of the material as appropriate. Students’ responses to the readings should be about a paragraph in length—and limited to 150 words. Grades for discussion contributions will be based on the following: indication that the student has read and understands all of the readings for the week and contributions to the online discussion reflect insight (See *Bloom’s Taxonomy* on D2L for more information regarding grading written work.

Points from the posts will be deducted for: lack of correct citation for quotes, three or more typos in the post, “thin” post that contains too little indication of comprehension or critical thinking, and no credit will be given for quotes already used by another student.

Students are expected to read all of the posts for the week, including any instructor feedback. Instructor commentary provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a good post (including quotation from assigned reading) from an earlier class follows:

*Sample Post*

In our society, we often think of death as something "other", something unpleasant, and something unworthy of acknowledgment or review. However, as Charmaz writes, this was not always the case: "The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer*, or leveler. Since death then was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed" (69). This can help explain why our modern conception of death differs from that of the past. Death was much more ubiquitous in medieval societies, and of particular importance is the fact that it was not just the old who were dying. The infant mortality rate was astronomically high compared to today, thus both the young and old knew that death could come for them at any point.

# **Exams**

There will be two quizzes and a final exam over the course of the semester. See the calendar below for these dates. If you have a conflict with an exam date, you are expected to speak with the instructor within the first six weeks of class. Make-up exams are only available by pre-approval.

# **Student Engagement in the Class**

This is a discussion-based class, so student engagement/participation is especially important. However, the “student engagement grade” is based on more than speaking in class. This grade will reflect the attention paid to lecture and class discussion. Surfing the web, checking email, texting, etc. are considered incompatible with engagement in class (as well as rude behavior), and will effect this grade. Because it is necessary to be present in order to be engaged in the class, attendance will be taken and considered in the “student engagement” grade. Attendance will be documented by “one minute papers” students are to submit at the end of each class, based on a specific question asked at the end of the class. As a courtesy, please let the instructor know ahead of time if it is necessary to leave class early. Leaving class early constitutes an absence for the day.

# **Course Calendar**

Dr. Li reserves the right to adjust the course calendar, and will alert students if there are any adjustments.

1. **Week of January 15 (the first day of class is Wednesday, January 18) Introduction**
2. **Week of January 22**

Reading Assignment: Chapter 1 Moral Reasoning in Bioethics

Initial Discussion Post due Tuesday **Jan 24**

Second Discussion Post due Thursday **Jan 26**

1. **Week of January 29**

Reading Assignment: Chapter 2 Bioethics and Moral Theories and

Mill, Kant, Mayo, and Held

Initial Discussion Post due Tuesday **Jan 31**

Second Discussion Post due Thursday **Feb 2**

1. **Week of February 5**

Reading Assignment: Chapter 3 Paternalism and Patient Autonomy and

Dworkin, Ackerman, Schwartz, Bovia v Superior Court, AMA Council on Ethical and Judicial Affairs.

Initial Discussion Post due Tuesday **Feb 7**

Second Discussion Post due Thursday **Feb 9**

**5 Week of February 12**

Reading Assignment: Chapter 4 Truth-Telling and Confidentiality and

Thomasma, Lipkin, Scwartz, Cullen and Klein, and Macklin

Initial Discussion Post due Tuesday **Feb 14**

Second Discussion Post due Thursday **Feb 16**

**Quiz #1 Wednesday, February 15**

**6 Week of February 19**

Reading Assignment: Chapter 5 Informed Consent and

Katz, Brody, Levine, and Canterbury v Spence

Initial Discussion Post due Tuesday **Feb 21**

Second Discussion Post due Thursday **Feb 23**

**7 Week of February 26**

Reading Assignment: Chapter 6 Human Research and first four articles:

The Nuremberg code, Declaration of Helsinki, The Belmont Report, Final Report: Human Radiation Experiments

Initial Discussion Post due Tuesday **Feb 28**

Second Discussion Post due Thursday **Mar 2**

1. **Week of March 5**

Reading Assignment: Chapter 6 Readings continued: last six articles:

Hellman and Hellman; Freedman, Marquis, Brandt, Angell, and Brody

Initial Discussion Post due Tuesday **Mar 7**

Second Discussion Post due Thursday **Mar 9**

1. **Week of March 12**

Reading Assignment: Chapter 11 Dividing up Health Care Resources and

Daniels, Buchannan, Deber., Daniels, Rescher, and Harris

Initial Discussion Post due Tuesday **Mar 14**

Second Discussion Post due Thursday **Mar 16**

1. **Week of March 19**

Reading Assignment: Chapter 10 Euthanasia and Physician-Assisted Suicide and the first four readings: Quill, Brock, Callahan, and Lachs

Initial Discussion Post due Tuesday **Mar 21**

Second Discussion Post due Thursday **Mar 23**

**Quiz #2 Wednesday, March 22**

**Spring Break Week of March 26**

1. **Week of April 2**

Reading Assignment: Chapter 10 readings continued: Arras, Rachels, New York State Task Force on Life and the Law, Dworkin et al, Vacco v Quuill, and Washington v Gluvksberg

Initial Discussion Post due Tuesday **Apr 4**

Second Discussion Post due Thursday **Apr 6**

1. **Week of April 9**

Reading Assignment: Chapter 8 Reproductive Technology and

Singer, Warren, Robertson, Kass, Brock, and Opinion in the Matter of Baby M

Initial Discussion Post due Tuesday **Apr 11**

Second Discussion Post due Thursday **Apr 13**

1. **Week of April 16**

Reading Assignment: Chapter 9 Genetic Choices and the first five articles:

Kass, Purdy, McMahan, Davis, and Wachbroit

Initial Discussion Post due Tuesday **Apr 18**

Second Discussion Post due Thursday **Apr 20**

**14 Week of April 23**

Reading Assignment: Chapter 9 Readings, continued:

Brock, Harris, Glannon, Walters and Palmer, Steinbock, and Pontifical Academy for Life

Initial Discussion Post due Tuesday **Apr 25**

Second Discussion Post due Thursday **Apr 27**

1. **Week of April 30**

Reading Assignment: Chapter 7: Abortion and

Thomson, Marquis, Warren, Callahan, Sherwin, Roe v Wade, and Planned Parenthood of Southeastern Pennsylvania v Casey

Initial Discussion Post due Tuesday **May 2** (Note: special instructions for this week’s posts)

Second Discussion Post due Thursday **May 4**

**Final Exam Thursday, May 11 4:30 – 7:00 PM**

# **Grading Criteria**

Letter grades are assigned only at the end of the semester as final grades for the course. Individual assignments and exams will receive points (see below). Dr. Li will take a curve into account when calculating the final letter grades.

Posts 140 225 – 250 A

Quiz #1 30 200 – 224 B

Quiz #2 30 175 – 199 C

Final Exam 30 150 – 174 D

Engagement in the Class 20

*Total Points Possible 250*

# **Class Policies**

**Student Responsibilities**

Students are expected to participate in both in-class and assigned online discussions. ***It is necessary to keep up with reading and all other assignments to succeed in the class.*** In sum, this is made up of:

* weekly readings and occasionally films or film clips,
* participation in weekly online threaded discussions with the class, and
* two exams (one midterm and one final exam)

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Desire2Learn course material a minimum of every two days, Monday through Friday.***

All cell phones and paging devices must be turned off during class. Use of electronics is limited to typing (not recording) lecture notes.

**Late and Missing Assignments**

Assignments must be submitted sequentially (in the order assigned). Late posts are not accepted, as their value lies largely in their inclusion in class discussion. Missing assignments will receive zero points.

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Desire2Learn are routinely submitted to an anti-plagiarism soft-ware program. Appropriate citation of all sources used is required on all assignments. Failure to accurately and adequately cite sources is considered plagiarism.

**Exam/Test Accommodations (In the event of an approved make-up exam)**

Exams/tests can be administered by Sociology Staff Monday through Friday from 8:15am–4:30pm during regular operating hours. Exams/tests held beyond these hours must be arranged through the Sociology Staff and require at least 1 week previous notice.

The student must be approved by the student’s Disability Access Coordinator to have accommodations provided. Please provide the student's accommodation letter to the staff along with the Sociology exam/test proctoring form. More information can be found at this link:  
http://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accomodations

Students wishing to cancel a scheduled exam/test need to communicate with the professor and Sociology Staff no less than 2 hours before the scheduled exam/test. Students should expect that exams/tests will be proctored, and that they will be observed in person. A proctor is allowed to check materials that the student has in her/his possession. Items such as notes, books, and calculators cannot be used by the student unless confirmed by the professor prior to the exam. Personal items may not be taken into the testing area. Food, drinks, and gum (excluding water) are not allowed in the testing area unless it is an authorized accommodation. Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or per the student’s accommodations letter. If a student is suspected of academic dishonesty during an exam, Sociology staff will inform the professor who will determine any consequences.

**University Policies**

**Accommodation for Disabilities:**   
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu?subject=Recommended%20Syllabus%20Statement). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://click.communications.cu.edu/?qs=c02f92182b03a08e51aee081b09346a95206d22dfd8b5a1ee04815848f7bbf8135de1499086d3528) under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=c02f92182b03a08e62ce0b227450e474f95d616b2fd01263573bee29f3ea6701fd96209a013cc9db) and discuss your needs with your professor.  
   
**Religious Holidays**  
   
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, students are asked to speak with the instructor during the first two weeks of the semester about any anticipated absences related to religious observances.   
  
See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=c02f92182b03a08e370c6117e6b3fb10fc028d1c43a5dfb81337166dce8f31bfaded2cfcebaf6eb0) for full details.  
   
**Classroom Behavior**  
  
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.  
**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**  
  
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=c02f92182b03a08e1415127e03dbb1747e834ac93f527e5f7b58065ff0bc750e936df4c52038c98d).   
   
**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=c02f92182b03a08e2c3cd83edc8437002aff546948ec7d3e2cde276673656094dfc1b51c78c43cd9) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu?subject=Incident%20of%20Academic%20Misconduct); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=c02f92182b03a08e5980e75feb85863ca19fd19c865d0007c8fbd37c949f77939c64aa064c267fb9).

**The honor code**:

On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.